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ABSTRACT

This selective annotated bibliography surveys the literature concerning women and their status in higher education. Women in higher education in this bibliography refers to women faculty and staff members, administrators, librarians, and students, excluding only those women in non-academic positions. The major groups of literature cited in the bibliography include: books, periodical articles, ERIC documents, government publications, dissertations, and ephemera. (HS)

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STATUS OF WOMEN IN HIGHER EDUCATION
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STATUS OF WOMEN IN HIGHER EDUCATION:
1963-1972

A Selective Bibliography

compiled by
Linda A. Harmon

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INTRODUCTION

Major Federal legislation in 1963 and 1964 drew the nation's attention to women's inherent rights. The Equal Pay Act of 1963, requiring that men and women receive equal pay for equal work, excluded from coverage the administrative, executive, and professional employees within the academic community. Title VII of the Civil Rights Act of 1964, which made it illegal to discriminate on the basis of sex, excluded these same groups. Passage of this legislation emphasized the need to re-evaluate women's positions in society. The result of this re-evaluation has been a proliferation of materials about women's rights, making it difficult for those individuals concerned with the field of higher education to search out pertinent information. This selective bibliography surveys the literature concerning women and their status in higher education. Previous bibliographic coverage has formed only a part of longer bibliographies on women. Only those materials examined by the compiler are included, the exception being dissertations reviewed through _Dissertation Abstracts._

Women in higher education in this bibliography refers to women faculty and staff members, administrators, librarians, and students, excluding only those women in non-academic positions. Higher education denotes post high school institutions: junior or community colleges, four-year colleges, and universities. Publications relating to the history of women and women in the labor force have been included to provide the background knowledge necessary for an understanding of the status of women in higher education. Bibliographic coverage, limited to the United States, excludes publications dealing only with racial discrimination against women. Beginning with the Equal Pay Act of 1963, it concludes with the Equal Rights Amendment and the Equal Employment Opportunity Act of 1972.

The major groups of literature cited in the bibliography include: books, periodical articles, Educational Resources Information Center documents (ERIC), government publications, dissertations, and ephemera. The importance of the ephemera--pamphlets, memoranda, unpublished articles, draft chapters for books--should be stressed, for they often provided detailed information not found in other sources. Citations are arranged alphabetically by author or title within each major category; annotations are provided for books, dissertations, and government publications, ephemera, and articles of five or more pages. Roman numerals to the left of each entry indicate subject areas covered. Abstracts of ERIC documents are readily obtained in Research in Education, and were therefore not annotated. The compiler has relied principally upon publications in the fields of education, law, and the social sciences.

This bibliography should be of reference help to personnel officers and other administrators in higher educational institutions, women directly involved in higher education, women in general, and all individuals interested in the advancement of equal rights for women. The bibliography provides access to materials relating to women's status today, historical perspective, and future ramifications.

The social and domestic functions of women's role began to change with the Industrial Revolution in the last decades of the 18th century. The founding of Oberlin Collegiate Institute in 1833, later chartered as Oberlin College, marked the first entrance of women in 1837 as candidates for degrees to an institution of full collegiate rank. Antioch College, chartered in 1853, and Elmira College in 1855, also provided women an opportunity for a college education. The mid-19th century saw the establishment of colleges designed specifically for women, as well as coeducational institutions. Vassar College, chartered in 1861, has been termed, "the oldest of the well-equipped and amply endowed colleges for women in the United States".

The Civil War largely deprived colleges of their male enrollment, necessitating the admission of women for survival's sake. The history of the period following the Civil War records one state university after another admitting women to full membership. The establishment of women's colleges was followed by the land-grant college movement which initiated the female field of study--home arts.

The educational attainment of women has risen steadily since 1900, reflected in the increase in the number of women enrolled in colleges in degree-credit courses--relative to the number graduating from high schools. This increase in women first-time enrollees has expanded the number of bachelor, masters, and doctoral degrees earned by women. The greatest growth in advanced degrees awarded occurred between 1900 and 1930, with a less dramatic, but relatively steady rise from 1930 to 1960.

The future status of women students and employees in institutions of higher learning will depend upon the nation's economic health, the changing role of women, and the changing attitudes toward women. The status of women will also be affected by executive orders and the decisions of courts and administrative tribunals.

Studies of the employment of women in institutions of higher education are not isolated from the entire force of working women. A relatively small number of women are in the professions. Women faculty and staff, administrators, and librarians are only a part of this total. Comparative statistics exist for the number of women employed in different occupations and their salaries and rankings.

For this bibliography the term the faculty includes research associates and lecturers, and those individuals who range in academic rank from instructor to professor. The administrators help establish and implement policies for institutions of higher education. Since 1930 the percentage of women faculty and administrators has declined. Professor Edwin C. Lewis, Department of Psychology, Iowa State University, states that 28 percent of college faculties were women in 1940 falling to 22 percent in 1960, with only 10 percent of the women being in prestigious universities ("Women in graduate school."). Researchers have verified the greater the proportion of women students in an institution of higher education, the greater the number of women faculty.

The literature cites anti-nepotism rules, ostracism by male colleagues, lack of maternity leaves, difficulty in obtaining part-time positions, and a shortage of day-care centers as some of the barriers confronting women faculty and administrators. Anti-nepotism regulations, explicitly stated or not, forbid the employment of relatives in comparable positions at the same institution. Originally enacted to protect colleges and universities from the pressures of having to hire individuals with influential connections, the rules vary in degree, but most generally operate to exclude spouses--with the wife as the usual loser. Colleges and universities in the past have been reluctant or unwilling to allow leaves of absence or provide part-time employment when women cannot pursue their careers on a full-time basis. Adequate provision for child-care centers could help alleviate the part-time employment problems faced by women.

Studies in this bibliography indicate that women seem to be concentrated at the bottom of the academic hierarchy and appear not to be promoted as quickly or as often as their male colleagues. Bernice Sandler's "Discrimination against women in higher education", documents this with the following: Women constitute 32 percent of the instructors, 19 percent of the assistant professors, 15 percent of the associate professors, and 8 percent of the full professors. Equating the qualifications of men and women, she states that one study found that 90 percent of the men with Ph.D.'s and at least 20 years of academic experience are full professors, whereas barely half of the women with the same qualifications have attained that rank.

Inequities in women's salaries seem to be more severe than discrimination regarding tenure and promotion. Alan Bayer and Helen Astin in "Sex differences in academic rank and salary among science doctorates in teaching", provide data to support the existence of salary differentials in both beginning and later academic positions, regardless of major field specialty, work setting, or academic rank. Discrimination in fringe benefits is also cited in the literature. One example involves retirement funds. Based upon the fact that women live longer than men, policies pay women lesser monthly dividends than men when they retire, even though they will have contributed the same amount as their male counterparts.

Articles containing statistics on the number of women faculty and staff, administrators, and librarians by type of institution, professional level, and geographical location reveal career patterns. A woman's career pattern begins when she first enters the labor force after receiving a degree. Her previous educational experience, socio-economic background, personal preferences, place of employment, time distribution in these places, changes in employment category, geographical shifts, demographic trends, and marital status may affect her opportunity to begin a pattern or change it. The National Research Council and the National Academy of Sciences jointly published two important reports on career patterns of women: 1. "Careers of Ph.D.'s: Academic vs Non-Academic"; 2. "Profiles of Ph.D.'s in the Sciences".

Women are numerically dominant in academic libraries even though the ratio of men to women is higher than in libraries of other types. In "The widening sex gap", Anita Schiller states, "Given existing conditions, women librarians are likely to become increasingly disadvantaged in relation to men". She documents her statement with studies--one in

1930 reporting 74 large colleges and universities to have 19 women and 55 men chief librarians. A check of these same positions in this decade revealed 4 women and 70 men chief librarians. She emphasizes that employment problems encountered by working women in all professional fields affect a greater percentage in the library world because of its relatively higher proportion of women.

Discussion thus far has centered on women faculty and staff, administrators, and librarians, but it should be recognized that they are only a small part of the total female population of our educational communities. A larger portion includes those women enrolled for undergraduate or graduate degrees. An examination of the admissions process gives some insight into the status of women students. A closer scrutiny of grades and motivation seems to be used for women in the admissions process. This is particularly evident in the quota systems of our country's medical and law schools. The percentage of women admitted to U.S. medical schools, when compared with the proportion applying, has declined as indicated in the U. S. Women's Bureau's "Facts on prospective and practicing women in medicine", which lists the number of women applying for admissions as more than tripling between 1929-30 and 1965-66, while the number of men applicants increased by 29 percent.

A woman's educational career may be interrupted and whatever the reason, she often finds it difficult to complete her education. This factor necessitates the examination of continuing education. In the context of this bibliography, continuing education refers to the opportunities for women to resume their education after a period of absence. Dr. Kathryn Clarenbach in her article, "Can continuing education adapt?", observes that "Just as the women themselves come in all ages, levels of education and motivations, so the programs represent a vast range of content, structure, philosophy and approach".

Legislative, judicial, and administrative actions have been generally misunderstood in the study of the status of women in higher education. The compiler has searched legal sources to provide citations on these actions. Selected articles concerning the Equal Pay Act of 1963 have been included. Most materials pertain to Title VII of the Civil Rights Act of 1964 and Executive Order 11246, as amended by Executive Order 11375. Citations also refer to the equal protection clause of the Fourteenth Amendment, the Higher Education Act of 1970, and the Equal Rights Amendment and Higher Education Act of 1970, and the Equal Rights Amendment and Higher Education Act (Education Amendments) of 1972.

Title VII of the Civil Rights Act of 1964 (PL 88-352, 78 Stat. 241) forbids discrimination in employment based on race, color, religion, national origin, and sex. Until amended in March 1972 by the Equal Employment Opportunity Act (PL 92-261), Section 702 exempted every "educational institution with respect to the employment of individuals connected with the educational activities of such institutions". Faculty and other professional staff were excluded from coverage. Title VII now applies to all educational institutions, both public or private with fifteen or more employees, whether or not they receive Federal funds.

Individuals desiring action have looked to Executive Order 11246, as amended by Executive Order 11375. The former forbids discrimination by all Federal contractors on the basis of race, color, religion, and national origin. The latter amends the original order to include discrimination based on sex. Unlike Title VII before its amendment, educational institutions are not exempt from these Orders. Presidential Executive Orders forbidding discrimination by Federal contractors have existed since the administration of Franklin Roosevelt, but not until Executive Order 11246 as amended, did they pertain to discrimination because of sex. An Executive Order does not have the status of law and can be amended or suspended by each administration.

Until January of 1970, little positive action resulted from these Orders. At that time the Women's Equity Action League initiated class action against more than 100 universities. Since this time other universities and colleges have been charged; a listing appears in Appendix II of this bibliography. The Office of Federal Contract Compliance reviews charges. Their published sex-discrimination guidelines appear in the _Discrimination Against Women_ hearings. A complaint against an institution holding Federal contracts is filed with the Secretary of Health, Education, and Welfare. The institution is notified by one of the HEW regional offices and an investigation by the HEW Contract Compliance review team is scheduled. A "letter of findings" detailing results of the investigation is presented to the institution. The institution must make a written commitment to correct deficiencies noted in the findings and a written plan for doing so within 30 days after date of the "letter of findings". HEW can delay awarding new contracts at any point during the compliance review. Institutions must move into compliance if they want Federal contracts.

Executive Order 11246 as amended, requires institutions holding Federal contracts totaling $10,000 or more to "take affirmative action to ensure that applicants are employed, and that employees are treated during employment, without regard to their race, color, religion, national origin, or sex". Affirmative action refers to written plans by institutions of higher education providing analysis of current employment of minority and female employees and specific numerical goals, with timetables for correcting existing discrimination. A model affirmative action plan is presented in Ann Scott's, "The Half-Eaten Apple".

Although many universities have not written specific affirmative action plans, they have established outlines of future policies or conduct. References to these guidelines, recommendations, and goals, as well as formal statements issued by such organizations as the United Nations and the American Association of University Women, may be found in this bibliography.

Each Congress since 1923 has considered Constitutional amendments providing equal rights for men and women. The Task Force on Women's Rights and Responsibilities appointed by President Nixon in 1969, advocated the passage of an equal rights amendment. In February of 1970, Nixon's appointed Citizens' Advisory Council on the Status of Women announced its endorsement of this amendment. March and June 1972 saw significant legislative accomplishments for the women's rights movement with the passage of the Equal Rights Amendment, the Equal Employment Opportunity Act, and the Higher Education Act. The Equal Rights Amendment to the Constitution insures that "equality of rights under the law shall not be denied or abridged by the United States or by any State on account of sex, therefore insuring that education and equal employment opportunity in publicly supported institutions would be denied to no individuals on the basis of sex". Ramifications of the Equal Rights Amendment applicable to women in higher education are discussed in several publications and are particularly well covered in the Equal Rights Amendment hearings.

The Equal Employment Opportunity Act of 1972 extends coverage under Title VII of the Civil Rights Act of 1964 to include employees of educational institutions. The Higher Education Act of 1972 bans sex bias in all graduate admissions to coeducational, public colleges, exempting the undergraduate admissions of private colleges and institutions controlled by religious organizations if the ban would be inconsistent with religious beliefs. A transition period to comply with the anti-discrimination ban is afforded to institutions in the process of adopting coeducation.

Betty Friedan, author of the Feminine Mystique and founder of the National Organization for Women, once remarked, "It's about time we studied herstory instead of history". She may have been suggesting the need for women's studies in our educational system. Curriculum expansion in institutions of higher learning during the past few years has included courses about women such as: the history of women, the image of women in literature, the sociology and psychology of women, women's role in society past and present, and women and education. Student initiative, faculty support, pressure from women's caucuses of professional organizations, and the general demand for relevance have created a favorable climate for these changes in curriculum. San Diego State inaugurated a women's studies program offering ten courses each semester. Associate Professor Rose Sommerville, Department of Sociology and School of Family Studies of San Diego State University, feels we can expect to see masters' and doctoral dissertations that search for materials on women in historical documents, government statistics, anthropological studies, works of art, and theoretical assumptions. She also sees further efforts by publishers in bringing together the articles on women appearing in professional journals ("Women's studies.").

Women on campuses and in the professions are organizing to examine the status of women in higher education. Recommendations have been made, and corrective measures are already being pursued. Once termed the "forgotten sex", women students, faculty and staff, adminstrators, and librarians are striving for their rightful place in the world of higher education.

The compiler welcomes contructive criticism and comments on this publication of the Iowa State University Library Series in Bibliography. Future bibliographies and supplementary cumulations may benefit from reader correspondence. The compiler is indebted to the Library and its Director for the encouragement and support given during the compilation of the bibliography, and especially acknowledges the Iowa State University Computation Center for its assistance with the Library's first computer-printed bibliography--as well as the Iowa State University Photo Service and Media Graphics Center for the art work.

Linda A. Harmon

SUBJECT HEADINGS FOR THE

STATUS OF WOMEN IN HIGHER EDUCATION

I. History of Women

II. Women in the Labor Force

III. Higher Education--Background and History

IV. History of Women in Higher Education

V. General

VI. Women Professors and Administrators--Barriers and Discrimination

A. Employment

VII. Women Students--Barriers and Discrimination

VIII. Women University Librarians

IX. Educational Attainment

X. Continuing Education

XI. Career Patterns

XII. Legislation

XIII. Judicial and Administrative Action

XIV. Affirmative Action, Guidelines, Goals, Recommendations

XV. Equal Rights Amendment

XVI. Women's Studies

XVII. Bibliographies

BOOKS

V Andreas, Carol.
Sex and Caste in America. Englewood Cliffs, N.J.: Prentice-Hall, 1971.

Examines the personally-limiting conditions under which people live and suggests some of the possibilities that exist for changing those conditions. The education process in contemporary America is described in Chapter 2.

II, VI, XI Astin, Helen.
The Woman Doctorate in America: Origins, Career, and Family. New York: Russell Sage Foundation, 1969.

As stated in the introduction, Dr. Astin considers three basic aspects of the career development of women doctorates: 1. Their patterns of choice, 2. Career development and work patterns, and 3. Occupational achievements and rewards.

IV, X, IX Astin, Helen; Nancy Suniewick; and Susan Diveck.
Women: A Bibliography on Their Education and Careers. Washington, D.C.: Human Service Press, 1971.

Annotated bibliography which includes the following chapters related to women in higher education: 1. Women in the world of work, 2. History and economics of women at work, and 3. Continuing education of women.

II Bancroft, Gertrude.
The American Labor Force. New York, New York: John Wiley and Sons, Inc., 1958.

Introduction to the measurement, composition, and growth of the nation's labor force.

III, VI, VII Berelson, Bernard.
Graduate Education in the United States. New York, New York: McGraw-Hill, 1960.

Reviews the history of graduate education and its institutions in an attempt to interpret major trends and active issues.

IV, VI, XI — Bernard, Jessie.
Academic Women. University Park, Pennsylvania: Pennsylvania State University Press, 1964.
Sociological study of academic women which surveys the history of academic women, analyzes their motivations, backgrounds, and career patterns, and evaluates their contributions.

II, XI — Bernard, Jessie.
Women and the Public Interest: An Essay on Policy and Protest. Chicago, Illinois: Aldine, 1971.
Examines the areas of public interest, manpower development, and utilization; the concepts of self-fulfillment and sex roles; and the women's liberation movement.

VI, VII, VIII, XII — Bird, Caroline.
Born Female. New York, New York: David McKay Co., 1968.
Contends that the price of occupational success is made so high for women, that barring exceptional luck, only the unusually talented or frankly neurotic can afford to succeed.

III, XVII — Blessing, James H.
Graduate Education: An Annotated Bibliography. Washington, D.C.: U.S. Department of Health, Education, and Welfare. Office of Education, 1961.
Also as: *U.S. Office of Education. Bulletin.* 26, 1961.
Surveys studies and commentaries dealing with graduate education covering the period, 1957-1960.

III, VIA — Brown, David G.

The Mobile Professors. Washington, D.C.: American Council on Education, 1967.

Economic analysis of the job-changing professors for the purpose of formulating policy recommendations to enable a more efficient allocation of professorial talent, and to develop a wage-employment theory that is not confined to the blue collar markets. Pages 76-82 discuss discrimination against women and consider reasons for this discrimination.

III Brubacker, John S., and Willis Rudy.

Higher Education in Transition: A History of American Colleges and Universities, 1636-1968. New York, New York: Harper and Row, 1968.

XII Bureau of National Affairs.

The Civil Rights Act of 1964: Text, Analysis, Legislative History; What It Means to Employers, Businessmen, Unions, Employees, Minority Groups. Washington, D.C.: Bureau of National Affairs, 1964.

An operations manual which explains the background, meaning, and effect of Titles II, VI, and VII of the Civil Rights Act of 1964.

VIA Caplow, Theodore.

Academic Marketplace. New York, New York: Basic Books, 1958.

Analysis of personnel practices in American universities in the 1950's. Women are mentioned only on pages 111-112.

IV, XIV Cutler, John H.

What About Women? New York, New York: Ives-Washburn,1961.

Chapter 7 of this book, "Women Finally Go to School" reviews the changes occurring in the status and position of women during the present century.

I Davis, Paulina.

A History of the National Woman's Rights Movement for Twenty Years: 1850-1870. New York, New York: Journeymen Printers Co-operative Association, 1971.

I De Beauvoir, Simone.

Second Sex. New York, New York: Alfred A. Knopf, 1968.

Historical and psychological discussion of women in the world.

X Dennis, Lawrence E., ed.

Education and a Woman's Life: The Itasca Conference on the Continuing Education of Women. Washington, D.C.: American Council on Education, 1963.

Proceedings of the conference dealing with the resistance to continuing education for women, the needs for the education, and new directions to be followed.

VI, XII, XIII Dorsen, Norman.

The Rights of Americans; What They Are--What They Should Be. New York, New York: Pantheon Books, 1971.

Sections include: 1. The Right to the Essentials of Life, 2. The Right to Influence Government or Public Opinion, 3. The Right of Personal Autonomy, 4. Rights Against Government Process, 5. The Rights of Particular Groups.

Page 521-545 discuss the rights of women.

III, VI Dunham, Ralph E., et. al.

Teaching Faculty in Universities and Four-Year Colleges. Washington, D.C.: U.S. Office of Education, 1966.

Report of a study of the status and career orientation of college faculty including statistics and discussion on general characteristics, academic specialization, earnings, and others.

V Epstein, Cynthia, and William J. Goode.
The Other Half: Roads to Women's Equality. Englewood Cliffs, New Jersey: Prentice-Hall, 1971.
Collection of essays by prominent analysts of women's equality.

V Epstein, Cynthia F.
Woman's Place: Options and Limits in Professional Careers. Berkeley, California: University of California Press, 1970.
Focuses on the lack of participation of women in the prestigious occupational spheres, concentrating on the social factors which assign women to their place and keep them there.

VII, XI Farber, Seymour, and Roger Wilson, eds.
Challenge to Women. New York, New York: Basic Books, 1966.
Explores the attitudes and responsibilities of women as family arbiters during the period of the "population explosion". Chapter 10 concerns education.

II, IX Ferriss, Abbott L.
Indicators of Trends in the Status of American Women. New York, New York: Russell Sage Foundation, 1971.
Data compares the relative status of men and women including among others, education, labor force, and employment status.

I Flexner, Eleanor.
Century of Struggle: The Woman's Rights Movement in the United States. Cambridge, Massachusetts: Belknap Press of Harvard University Press, 1959.
A history of the woman's rights movement.

III, IX Folger, John K.

Education of the American Populations. Washington, D.C.: U.S. Bureau of the Census, 1967.

Based on Censu data, the book describes the educational status of the American population over time, and analyzes the relationship of school enrollment and educational attainment to other social and economic characteristics of the population.

II, III, VIA VII, IX, XI XIV Folger, John K.; Helen S. Astin; and Alan E. Bayer.

Human Resources and Higher Education. New York, New York: Russell Sage Foundation, 1970.

Analyzes supply-and-demand trends in the arts and sciences and several other professions. Examines the factors that help determine the number of graduates in each field. Discusses issues which arise in connection with women, persons from lower socio-economic levels, and the foreign-born or foreign-educated. Reviews ways in which manpower market mechanisms operate to adjust supply and demand.

III, IV, VII Freedman, Mervin.

The College Experience. San Francisco, California: Jossey-Bass, 1967.

Explicates barriers within and without the college which must be eliminated before our society can benefit most from college education. Chapter 4 concerns the education of women.

V Garskof, Michele H.

Roles Women Play: Readings Toward Women's Liberation. Belmont, California: Brooks/Cole Publishing Co., 1971.

Collection of readings considering the roles that women play in our society today, the socialization of women, and proposals for changing the differential treatment of girls and boys, women and men.

V, IV Ginzberg, Eli, et. al.
Life Styles of Educated Women. New York, New York: Columbia University Press, 1966.

Presents results of a research investigation of the career development of a group of fellowship winners. Chapter 3 concerns itself with education.

IV Goodsell, Willystine, ed.
Pioneers of Women's Education in the United States: Emma Willard, Catherine Beecher, Mary Lyon. New York, New York: McGraw-Hill, 1931.

An account of women pioneers in American education and the part they played in its historical development. Focuses on three individuals: Emma Willard, Catherine Beecher, and Mary Lyon.

I Gornick, Vivian, and Barbara Moran, eds.
Women in Sexist Society. New York, New York: Basic Books, 1971.

Collection of essays gathered for the purpose of demonstrating that woman's condition is the result of a slowly formed, deeply entrenched, extraordinary pervasive cultural decision.

Chapter 25, pp. 419-435 includes excerpts from the experiences of women students attending Bryn Mawr.

III, IV Grieder, Calvin, and Stephen Romine.
American Education. New York, New York. Ronald Press Co., 1965.

Textbook which introduces and orients one to the major problems, policies, practices, and achievements in the field of education.

III Grigg, Charles M.
Graduate Education. New York, New York: Center for Applied Research in Education, 1965.

Describes the development of graduate education in the arts and sciences in the United States with reference to its origin in European university systems.

I, VI, VII XII, XV Hole, Judith, and Ellen Levine.

Rebirth of Feminism. New York, New York: Quadrangle Books, 1971.

Documented record of the reborn feminist movement and the changes it has produced in the consciousness of American women. Chapters on women and education and women and the professions are included.

XVII Hughes, Marija.

The Sexual Barrier: Legal and Economic Aspects of Employment. San Francisco, California: Hastings College of Law, 1970.

Covers the laws and conditions governing the employment of women.

III, IV, VII Jencks, Christopher, and David Riesman.

The Academic Revolution. Garden City, New York: Doubleday, 1968.

Historical and sociological analysis of American higher education.

XII, XIII XV Kanowitz, Leo.

Women and the Law. Albuquerque, New Mexico: University of New Mexico Press, 1969.

Identifies sex-based legal discrimination and examines the sociological conceptions and misconceptions underlying the discrimination. Chapter 4 presents the background, sex provisions, and scope of the Civil Rights Act of 1964. Chapter 5 covers the relationship between the Equal Pay Act of 1963 and Title VII. Chapter 6 includes constitutional aspects of sex-based discrimination in American law.

III, IV Knight, Edgar W.

Education in the United States. New York, New York: Greenwood Press, 1951.
Reports major educational developments in the United States. Includes a listing of supplementary readings at the end of each chapter.

III Kraditor, Aileen S.
Up From the Pedestal: Selected Writings in the History of American Feminism. Chicago, Illinois: Quadrangle Books, 1968.
Anthology of documents representing the principal emphases of the feminist movement in each period of its history.

II, VI, VII Kreps, Juanita.
Sex in the Marketplace: American Women at Work. Baltimore, Maryland: Johns Hopkins Press, 1971.
Reviews the literature on the subject of women's labor force activity. Examines when women work, at what jobs, and under what arrangements. Chapter 3 considers women in academia through discussion of recipients of educational degrees, academic rank and salary, and institutional bias.

V Lewis, Edwin C.
Developing Women's Potential. Ames, Iowa: Iowa State University Press, 1968.
Relates employment patterns, barriers to female employment, and recent history of female employment. Discusses drawbacks employers face in hiring women.

III Lieberman, Myron.
Education as a Profession. Englewood Cliffs, New Jersey: Prentice-Hall, 1956.
Sets forth criteria for a profession and describes and analyzes the status of education with respect to this criteria.

VIA, VII Lopate, Carol.

Women in Medicine. Baltimore, Maryland: Johns Hopkins Press, 1968.

Provides information useful in discussions of the issues concerning women in medicine, for making realistic career decisions, and for improving the system. Chapter 5, "Women in men's schools," and tables in the appendices are of special interest to users of this bibliography.

VII, IV McGuigan, Dorothy.

A Dangerous Experiment: 100 Years of Women at the University of Michigan. Ann Arbor, Michigan: Center for Continuing Education of Women, 1970.

Tells the story of women's struggle to win admission to the University of Michigan, the obstacles encoutered, and what these women chose to do with their educations.

VIA, VII, IX Mattfeld, Jacquelyn, and Carol Van Aken, eds.

Women and the Scientific Professions: The M.I.T. Symposium on American Women in Science and Engineering. Cambridge, Massachusetts: M.I.T. Press, 1965.

Examines the situation of women in the scientific professions, reviews the part played by women in the professions today, and identifies problems to be solved.

Rossi, Alice. "Barriers to the career choice of engineering, medicine, or science among American women." pp. 51-127.

Killian, James R., Jr. "Enhancing the role of women in science, engineering, and the social sciences." pp. 128-138.

Bolt, Richard . "The present situation of women scientists and engineers in industry and government." pp. 139-162.

Bernard, Jessie. "The present situation in the academic world of women trained in engineering." pp. 163-182.

Kerby-Miller, Wilma. "Academic employment." pp. 185-190.

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II "How women's role in the U.S. is changing." *U.S. News and World Report.* 60: 58-60. May 30, 1966.

VII, XIV Howe, Florence.

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VIA, VII Johnson, Valerie M.
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VI Kaufmann, Susan G.
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VI Kresge, Pat.

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XIV "Labor Department rules bar sex discrimination on federal contract work." Higher Education and National Affairs. 19(21): 4. June 12, 1970.

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X	London, Jack. "Continuing education of women: A challenge for our society." Adult Leadership. 14: 326-328. April 1966.
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XII, XIII	McDaniel, Richard A. "Sex discrimination." Rutgers Camden Law Journal. 2: 267-284. Fall 1970. Explores the scope and administration of the provisions of Title VII of the Civil Rights Act of 1964 through examination of its legislative history, the guidelines which

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XIV "Michigan files woman staff goals with HEW." Higher Education and National Affairs. 20(10): 10-11. March 12, 1971.

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"Coming crisis in women's higher education and work." *American Association of University Women. Journal.* 64(2): 17-19.

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II, XII	Peterson, Esther. "Outlook for women." American Association of School Administrators. Official Report. 1965: 62-74. 1964-1965. Text of a speech given by Mrs. Peterson at the Association's annual convention. Discusses patterns in a woman's life and gives brief mention of legislation which will affect these patterns.
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VI, VII, XIV	"Policies and practices should reflect college commitment to equality." College and University Business. 48(2): 79-83. February 1970. Presents nine recommendations which could help eradicate sexism from higher education.
I, II, VI, VII	Pollock, Mordeca J. "Changing the role of women." American Journal of Orthopsychiatry. 41(5): 716-724. October 1971.

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II, VII, XIV	Popper, Herbert. "What you should know about women engineers." Chemical Engineering. 74(19): 165-172. September 11, 1967. Also In: Theodore, Athena. The Professional Woman. pp. 635-646. Examines the validity of some of the reservations a male engineer or manager may have about giving women engineers a bigger role. Discusses increasing the enrollment of engineering and suggests positive action to increase the supply of women engineers.
XIV	Powers, M.P. "End discrimination to hold onto federal funding: University of Pittsburg." College Management. 6: 24-26. May 1971.
XII, XIII	Pressman, Sonia. "The quiet revolution: The E.E.O.C.'s rulings under the sex discrimination provisions of Title VII of the Civil Rights Act of 1964." Family Law Quarterly. 4(8): 31-43. 1970. Examines the role played by the Equal Employment Opportunity Commission in its capacity as administrator of the sex discrimination provisions of Title VII of the Civil Rights Act of 1964.
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Amendment.

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VII Roe, Anne.

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VI Rossi, Alice.

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VI, VII

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VI, VII

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XII, XIII "Sex discrimination in employment: An attempt to interpret Title VII of the Civil Rights Act of 1964." Duke Law Journal. 1968(4): 671-723. August 1968.

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VII, XV	"Status of women." *Editorial Research Reports.* 2(5): 565-585. August 5, 1970. Collection of essays including women's drive for equal opportunity, women in employment, education, and politics, and issues for equal rights.
VII	Shaman, Jeffrey M. "College admission policies based on sex and the equal protection clause." *Buffalo Law Review.* 20: 609-623. 1971.
VIA, XIII, XIV	Shapley, Deborah. "University women's rights: Whose feet are dragging?" *Science.* 175(4018): 151-154. January 14, 1972. Also In: *Congressional Record.* 118: S64-S65. January 19, 1972.
VIA, VII	Showalter, Elaine. "Women and the university." *Princeton Alumni Weekly.* 70(18): 8-11. February 24, 1970.
VIA, XIII	Sigworth, Heather. "The legal status of anti-nepotism regulations." *American Association of University Professors.* *Bulletin.* 58(1): 31-34. March 1972.
XII	Simchak, Morag M. "Equal Pay Act of 1963: Its implementation and enforcement." *American Association of University Women.* *Journal.* 61: 117-119. 1968.
VI	Simon, Rita J., and Evelyn Rosenthal. "Profile of the woman Ph.D. in economics, history, and sociology." *American Association of University Women.* *Journal.* 60: 127-129. March 1967.

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II Smuts, Robert W.

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XVI Somerville, Rose M.

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VII Stritter, Frank T.; Jack G. Hutton; and W.F. Dube.

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VI "Survey shows gain in women, Negroes on governing boards." Higher Education and National Affairs. 19(13): 6. April 10, 1970.

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VII Thornton, Anne, and Linda Davis.
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XIV Tillett, Gladys A.
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Women on the Yale Faculty. New Haven, Connecticut: March 1971. (ED 056 636).

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Ann Arbor, Michigan: University of Michigan. Center for Continuing Education, 1971. (ED 054 723).

Fox, Greer L. "The woman graduate student in sociology." pp. 32-35.

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Mack, Grace E. "The black woman graduate

student." pp. 42-45.

Houser, Carolyn. "A graduate student in population planning looks at the future of women." pp. 46-49.

Tilly, Charles H. "Reflections on the future of universities and of university women." pp. 50-54.

Campbell, Jean W. "Change for women: Glacial or otherwise." pp. 56-62.

EPHEMERA

VIA "Anti-nepotism policies and practices."

Article received from Heather Sigworth, College of Law, University of Illinois, Champaign-Urbana, Illinois, 61820.

Points out reasons for anti-nepotism regulations, describes its forms, and summarizes key issues pertaining to the regulations.

VI Arter, Margaret H.

"The role of women in administration in state universities and land-grant colleges."

Summary received from Margaret H. Arter, Research Associate, Bureau of Educational Research and Services, Arizona State University Tempe, Arizona, 85281.

XV Association of American Colleges. Project on the Status and Education of Women.

"How the Equal Rights Amendment to the Constitution affects educational institutions." June 1972.

Publication received from Association of American Colleges, 1818 R Street N.W., Washington, D.C., 20009.

IVA, VI, X Association of American Colleges. Project on the Status and Education of Women.

"Maternity policies and the educational institution." February 1972.

Publication received from the Association of American Colleges, 1818 R Street N.W., Washington, D.C., 20009.

Newsletter including sections describing major elements which women are seeking to include in maternity policies. Defines maternity leaves and outlines maternity policies and the law.

XIV Association of American Colleges. Project on the Status and Education of Women.

"New guidelines on sex discrimination as they relate to retirement plans." April 1972.

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"Sex discrimination provisions concerning students and employees as contained in the Higher Education Act of 1972." June 1972.

Publication received from Association of American Colleges. 1818 R Street N.W., Washington, D.C., 20009.

Discusses provisions and exemptions of the Act.

XIII Association of American Colleges. Project on the Status and Education of Women.

"Summary of Executive Order 11246." n.d.

Publication received from the Association of American Colleges, 1818 R Street, N.W., Washington, D.C., 20009.

Summarizes the Order giving its background, requirements, enforcer, and the power of enforcement. Describes the complaints that can result, and who may file a complaint.

XII Association of American Colleges. Project on the Status and Education of Women.

"Title VII of the Civil Rights Act and sex discrimination in educational institutions." April 1972.

Publication received from Association of American Colleges, 1818 R Street N.W., Washington, D.C., 20009.

VIA Business and Professional Women's Foundation. Sex Discrimination in the Academic World: Summary of Research by Dr. Lawrence Alan Simpson. Washington, D.C.: Business and Professional Women's Foundation, 1970.

Six page summary of Dr. Simpson's dissertation, A Study of Employing Agents' Attitudes Toward Academic Women in Higher Education. 1968.

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Reflects work undertaken in three areas of major concern: 1. Child care, 2. Education, and 3. Employment. Makes further recommendations in these areas.

II, VII California. Advisory Committee on the Status of Women. California Women: Report of the Advisory Commission on the Status of Women. Sacramento, California: State of California, 1971.

Examines the changing roles and responsibilities of women in California, and the impact of such changes on women and on society. Makes recommendations, including those relating to the balance of men and women throughout the educational system.

VI, VII, XIV Carnegie-Mellon University. "Final report of Women's Commission summarized." Carnegie-Mellon University Report. November 1971. (Mimeographed Publication)

XV Citizens' Advisory Council on the

Status of Women.

The Equal Rights Amendments: What It Will and Won't Do. August 28, 1970. (Mimeographed Publication)

Also In: *Equal Rights for Men and Women.* Hearings. pp. 564-567.

XII, XIII, XV Citizens' Advisory Council on the Status of Women.

The Proposed Equal Rights Amendment to the United States Constitution. Washington, D.C.: Citizens' Advisory Council on the Status of Women, March 1970. (Memorandum)

Reviews the history of the amendments. Discusses laws which discriminate on the basis of sex, the position of women under existing constitutional provisions, and objections to the proposed amendment.

VII, XIV "Collegiate Commission on the Status of Women."

Intercollegiate Association of Women Students. National Notes. pp. 1-3. January 1971.

Copy received from Intercollegiate Association of Women Students, Box 3028, University Station, Columbus, Ohio, 43210.

Summary of a resolution passed at the University of Alabama to establish Commissions on the Status of Women through each local Association of Women Students chapter.

XVI Dupont, Julie A.

Women--Their Social and Economic Status. Washington, D.C.: U.S. Department of Labor. Library, December 1970.

Bibliography encompassing the following categories concerned with the social and economic status of women both historically and in the nineteenth and twentieth centuries: 1. Biography, 2. Education, 3. Employment and wages, 4. Feminist movements and organizations, 5. Legal status, 6. Negro women, 7. Suffrage, and 8. Women and trade unions.

Includes a selected list of special collections of material relating to women in United States libraries.

XII, XIII, XIV Eastwood, Mary.
Fighting Job Discrimination: Three Federal Approaches. Washington, D.C.: Today Publications and News Service, 1971. (Law and Women Series, No. 1 (Law-1)).

Comparative analysis of three federal laws designed to eliminate discrimination based on sex in private or federal employment: Title VII of the Civil Rights Act of 1964, Executive Order 11246, and Executive Order 11478. Compares the scope, administration by government agencies, affirmative action plans and regulations, complaint procedures, remedies, and sanctions. Explores sex-based rules.

VIA Fahey, Dr. Shirley.
Policies and Practices Relating to the Employment of Relatives in Land-Grant Universities: Preliminary Summary. 1970. (Mimeographed Publication)

Received from: Dr. Shirley Fahey, Assistant Professor of Psychiatry, University of Arizona, Tucson, Arizona, 85721.

XIV Miner, Anne S.
"Women at Stanford: Recommendations on academic affirmative action for women." In: Academic Employment of Women at Stanford.

Excerpts of this affirmative action recommendations are distributed by the Project on the Status of Women, Association of American Colleges, 1818 R Street, Washington, D.C., 20009.

VIA Modern Language Association Commission on Women.
"The status of women: A summary."

Summary report written by Howe, Morlock, and Berk for the Commission on Women. Available in manuscript from F. Howe, Goucher College, Towson, Maryland, 21204.

Analysis of data received from a nationwide survey on the position of women in English and modern foreign language departments.

XIV Modern Language Association Commission on Women.

"Women in 1971: Affirmative action."

Article received from Carol Ohmann, Chairwoman, MLA Commission on Women.

Report from which this summary is taken is available in manuscript from the MLA Commission on Women, Wesleyan Station, Middleton, Connecticut, 06457.

Presents the Modern Language Association Committee on Women's guidelines for affirmative action plans. Summarizes how much progress is being made in the 254 modern language departments being studied in the United States and Canada.

VIA National Education Association. National Council of Administrative Women in Education.

Wanted--More Women in Educational Leadership. Washington, D.C.: National Education Association, 1965.

Focuses on the problems of women at policy-making levels in education. Discusses what lies ahead in educational administration.

X Pool, Mrs. William C., ed.

Texas Project Re-entry. American Association of University Women. Texas Division, March 1971.

Guide to the services and opportunities offered by Texas colleges and universities for the mature woman who wishes to continue her education.

XII, XV Ross, Susan D.

Sex Discrimination and Protective Labor Legislation. May 1, 1970.

Received from Citizens' Advisory Council on the Status of Women.

Examines opposition to the Equal Rights Amendment giving background information. Discusses restrictive state laws applicable to women only, the Federal Court approach to these laws, and significant changes by state legislature or state attorneys general in state protective labor laws since 1966.

VIA, VII Roy, Paulette.

"How higher education keeps women down." Nassau Herald's Sisterhood Week. 1(2): 1. September 23, 1971.

Received from Paulette Roy, 215 West 78th Street, Apt. 9D, New York, New York, 10024.

XII, XIII Sandler, Bernice.

"Can't the government help? Isn't there a law?" (Draft chapter for Academic Women on the Move. Alice Rossi, Editor.)

Draft chapter received from Bernice Sandler, Association of American Colleges, 1818 R Street, N.W., Washington, D.C., 20009.

Explains exemptions of both Title VII of the Civil Rights Act of 1964 and the Equal Pay Act of 1963. Discusses Executive Order 11246 as amended, legal action undertaken by WEAL, what happens to complaints, numerical goals for women, affirmative action plans, and discrimination against women in higher education in general.

VIA, VII, XII XIII Sandler, Bernice.

"Discrimination against women in higher education."

Article received from Bernice Sandler, Association of American Colleges, 1818 R Street, N.W. Washington, D.C., 20009.

Discusses discrimination in higher education including faculty promotions, the academic hierarchy, admissions quotas, and others. Covers action taken against universities and colleges and myths about women faculty and students.

XIII, XIV	Sandler, Bernice, and Sheldon E. Steinbach. "HEW contract compliance--major concerns of institutions." 1972. Publication received from Association of American Colleges, 1818 R Street N.W., Washington, D.C., 20009. Describes a typical contract compliance review in terms of how it may currently be conducted. Identifies nine major issues which, at the time of its writing, still remained unresolved.
II, XII, XIII XIV	Sigworth, Heather. "The legal aspects of sex discrimination against female faculty." Article received from Heather Sigworth, College of Law, University of Illinois, Champaign-Urbana, Illinois, 61820. Suggests legal tools available for fighting discrimination in the university. Includes special considerations concerning nepotism rules.
VIA	Sigworth, Heather. "Nepotism rules are legally suspect for several reasons." Article received from Heather Sigworth, College of Law, University of Illinois, Champaign-Urbana, Illinois, 61820.
VIA	Sigworth, Heather. "Suggestions for combating 'nepotism' rules." Article received from Heather Sigworth, College of Law, University of Illinois, Champaign-Urbana, Illinois, 61820.
X, XVII	Spiegel, Jeanne. Continuing Education for Women: A Selected Annotated Bibliography. Washington, D.C.: Business and Professional Women's Foundation, 1967.

Lists and annotates books, pamphlets, reports, theses, articles, and microfilms concerned with continuing education for women.

II, VII, X
XIV, XVI

Theodore, Athena.

"Professional women: The unchanging scene."

Paper prepared for presentation at the 66th annual meeting of the American Sociological Association, August 30--September 2, 1971.

Theodore's stated purpose is to present data to support three findings: 1. In a world reverberating with social and technological change, change has not come to professional women. 2. Except for some small fluctuation, women fully employed in professional positions requiring master's or doctorate degrees have not improved their status at all since the turn of the century. 3. The proportion of women in those occupations which have been traditionally female strongholds--the semi-professions--has begun for the first time to show significant declines in the short space of a decade as males have invaded virtually all these fields and have even begun to outnumber females. Discusses women's colleges, women's professional associations, departments of female studies, and programs in the continuing education of women.

XII, XV

Tinsley, Adrian.

"Academic women, sex discrimination and the law."

Adrian Tinsley, Department of English, University of Maryland, College Park, Maryland, 20742.

VIA, XII, XIII

Tinsley, Adrian.

Academic Women, Sex Discrimination and the Law: An Action Handbook. Middletown, Connecticut: Modern Language Association. Commission on Women, December 1971.

Copies of this pamphlet are available from Carol Ohmann, Chairwoman, MLA Commission on Women, Wesleyan Station, Middletown, Connecticut, 06457.

Discusses federal law, pending legislation, executive orders, and state law in regards to discrimination against women. Explains grievance procedures and procedures for finding legal assistance.

VI, VII, XIV University of Pittsburgh. University Committee for Women's Rights. "Discrimination against women at the University of Pittsburgh." November 1970.

Attempts to chronicle the activities of the University Committee for Women's Rights during its first year of existence. Shows that discrimination against women at the University does exist and that the attempts of the University Committee to change the system by negotiating through the appropriate channels led only to ultimate appeal to external enforcement agencies.

XV "Victory at last!"
Women United. Release. 19. April 3, 1972.

Women United, P.O. Box 300, Washington, D.C., 20044.

VII "Women's Studies College at SUNY sets precedents."
Spokeswoman. 2(11): 6. May 1, 1972.

APPENDIX I

APPENDIX I

A majority of the articles concerning legislation and judicial or administrative decisions refer to three principal items: Title VII of the Civil Rights Act of 1964, Executive Order 11246, and Executive Order 11375. Exerpts from the texts of these three items have been included for your convenience.

TITLE VII OF THE CIVIL RIGHTS ACT OF 1964

EXEMPTION

SEC. 702. This title shall not apply to an employer with respect to the employment of aliens outside any State, or to a religious corporation, association, or society with respect to the employment of individuals of a particular religion to perform work connected with the carrying on by such corporation, association, or society of its religious activities or to an educational institution with respect to the employment of individuals to perform work connected with the educational activities of such institution.

DISCRIMINATION BECAUSE OF RACE, COLOR, RELIGION, SEX, OR NATIONAL ORIGIN

SEC. 703. (a) It shall be an unlawful employment practice for an employer--

(1) to fail or refuse to hire or to discharge any individual, or otherwise to discriminate against any individual with respect to his compensation, terms, conditions, or privileges of employment, because of such individual's race, color, religion, sex, or national origin; or

(2) to limit, segregate, or classify his employees in any way which would deprive or tend to deprive any individual of employment opportunities or otherwise adversely affect his status as an employee, because of such individual's race, color, religion, sex, or national origin.

(b) It shall be an unlawful employment practice for an employment agency to fail or refuse to refer for employment, or otherwise to discriminate against, any individual because of his race, color, religion, sex, or national origin, or to classify or refer for employment any individual on the basis of his race, color, religion, sex, or national origin.

(c) It shall be an unlawful employment practice for a labor organization--

(1) to exclude or to expel from its membership, or otherwise to discriminate against, any individual because of his race, color, religion, sex, or national origin;

(2) to limit, segregate, or classify its membership, or to classify or fail or refuse to refer for employment any individual, in any way which would deprive or tend to deprive any individual of employment opportunities, or would limit such employment opportunities or otherwise adversely affect his status as an employee or as an applicant for employment, because of such individual's race, color, religion, sex, or national origin; or

(3) to cause or attempt to cause an employer to discriminate against an individual in violation of this section.

(d) It shall be an unlawful employment practice for any employer, labor organization, or joint labor-management committee controlling apprenticeship or other training or retraining, including on-the-job training programs to discriminate against any individual because of his race, color, religion, sex, or national origin in admission to, or employment in, any program established to provide apprenticeship or other training.

(e) Not withstanding any other provision of this title, (1) it shall not be an unlawful employment practice for an employer to hire and employ employees, for an employment agency to classify, or refer for employment any individual, for a labor organization to classify its membership or to classify or refer for employment any individual, or for an employer, labor organization, or joint labor-management committee controlling apprenticeship or other training or retraining programs to admit or employ any individual in any such program, on the basis of his religion, sex, or national origin in those certain instances where religion, sex, or national origin is a bona fide occupational qualification reasonably necessary to the normal operation of that particular business or enterprise, and (2) it shall not be an unlawful employment practice for a school, college, university, or other educational institution or institution of learning to hire and employ employees of a particular religion if such school, college, university, or other educational institution or institution of learning is, in whole or in substantial part, owned, supported, controlled, or managed by a particular religion or by a particular religious corporation, association, or society, or if the curriculum of such school, college, university, or other educational institution or institution of learning is directed toward the propagation of a particular religion.

(f) As used in this title, the phrase "unlawful employment practice" shall not be deemed to include any action or measure taken by an employer, labor organization, joint labor-management committee, or employment agency with respect to an individual who is a member of the Communist Party of the United States or of any other organization required to register as a Communist-action or Communist-front organization by final order of the Subversive Activities Control Board pursuant to the Subversive Activites Control Act of 1950.

(g) Notwithstanding any other provision of this title, it shall not be an unlawful employment practice for an employer to fail or refuse to hire and employ any individual for any position, for an employer to discharge any individual from any position, or for an employment agency to fail or refuse to refer any individual for employment in any position, or for a labor organization to fail or refuse to refer any individual for employment in any position, if--

(1) the occupancy of such position, or access to the premises in or upon which any part of the duties of such position is performed or is to be performed, is subject to any requirement imposed in the interest of the national security of the United States under any security program in effect pursuant to or administered under any statute of the United States or any Executive order of the President; and

(2) such individual has not fulfilled or has ceased to fulfill that requirement.

(h) Notwithstanding any other provision of this title, it shall not be an unlawful employment practice for an employer to apply different standards of compensation, or different terms, conditions, or privileges of employment pursuant to a bona fide seniority or merit system, or a system which measures earnings by quantity or quality of production or to employees who work in different locations, provided that such differences are not the result of an intention to discriminate because of race, color, religion, sex, or national origin, nor shall it be an unlawful employment practice for an employer to give and to act upon the results of any professionally developed ability test provided that such test, its administration or action upon the results is not designed, intended or used to discriminate because of race, color, religion, sex or national origin. It shall not be an unlawful employment practice under this title for any employer to differentiate upon the basis of sex in determining the amount of the wages or compensation paid or to be paid to employees of such employer if such differentiation is authorized by the provisions of section 6(d) of the Fair Labor Standards Act of 1938, as amended (29 U.S.C. 206(d)).

(i) Nothing contained in this title shall apply to any business or enterprise on or near an Indian reservation with respect to any publicly announced employment practice of such business or enterprise under which a preferential treatment is given to any individual because he is an Indian living on or near a reservation.

(j) Nothing contained in this title shall be interpreted to require any employer, employment agency, labor organization, or joint labor-management committee subject to this title to grant preferential treatment to any individual or to any group because of the race, color, religion, sex, or national origin of such individual or group on account of an imbalance which may exist with respect to the total number or percentage of persons of any race, color, religion, sex, or national origin employed by any employer, referred or classified for employment by any employment agency or labor organization, admitted to membership or classified by any labor organization, or admitted to, or employed in, any apprenticeship or other training program, in comparison with the total number or percentage of persons of such race, color, religion, sex, or national origin in any community, State, section, or other area, or in the available work force in any community, State, section, or other area.

78 Stat. 255

EXECUTIVE ORDER 11246

EQUAL EMPLOYMENT OPPORTUNITY

Under and by virtue of the authority vested in me as President of the United States by the Constitution and statutes of the United States, it is ordered as follows:

PART II--Nondiscrimination in Employment by Government Contractors and Subcontractors

Subpart A--Duties of the Secretary of Labor

SEC. 201. The Secretary of Labor shall be responsible for the administration of Parts II and III of this Order and shall adopt such rules and regulations and issue such orders as he deems necessary and appropriate to achieve the purposes thereof.

Subpart B--Contractors' Agreements

SEC. 202. Except in contracts exempted in accordance with Section 204 of this Order, all Government contracting agencies shall include in every Government contract hereafter entered into the following provisions:

"During the performance of this contract, the contractor agrees as follows:

"(1) The contractor will not discriminate against any employee or applicant for employment because of race, creed, color, or national origin. The contractor will take affirmative action to ensure that applicants are employed, and that employees are treated during employment, without regard to their race, creed, color, or national origin. Such action shall include, but not be limited to the following: employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. The contractor agrees to post in conspicuous places, available to employees and applicants for employment, notices to be provided by the contracting officer setting forth the provisions of this nondiscrimination clause.

"(2) The contractor will, in all solicitations or advertisements for employees placed by or on behalf of the contractor, state that all qualified applicants will receive consideration for employment without regard to race, creed, color, or national origin.

"(3) The contractor will send to each labor union or representative of workers with which he has a collective bargaining agreement or other contract or understanding, a notice, to be provided by the agency contracting officer, advising the labor union or workers' representative of the contractor's commitments under Section 202 of Executive Order No. 11246 of Sept. 24, 1965, and shall post copies of the notice in conspicuous places available to employees and applicants for employment.

"(4) The contractor will comply with all provisions of Executive Order No. 11246 of Sept. 24, 1965, and of the rules, regulations, and relevant orders of the Secretary of Labor.

"(5) The contractor will furnish all information and reports required by Executive Order No. 11246 of Sept. 1965, and by the rules, regulations, and orders of the Secretary of Labor, or pursuant thereto, and will permit access to his books, records, and accounts by the contracting agency and the Secretary of Labor for purposes of investigation to ascertain compliance with such rules, regulations, and orders.

"(6) In the event of the contractor's noncompliance with the nondiscrimination clauses of this contract or with any of such rules, regulations, or orders, this contract may be cancelled, terminated, or suspended in whole or in part and the contractor may be declared ineligible for further Government contracts in accordance with procedures authorized in Executive Order No. 11246 of Sept. 24, 1965, and such other sanctions may be imposed and remedies involved as provided in Executive Order No. 11246 of Sept. 24, 1965, or by rule, regulation, or order of the Secretary of Labor, or as otherwise provided by law.

"(7) The contractor will include the provisions of Paragraphs (1) through (7) in every subcontract or purchase order unless exempted by rules, regulations, or orders of the Secretary of Labor issued pursuant to Section 204 of Executive Order No. 11246 of Sept. 24, 1965, so that such provisions will be binding upon each subcontractor or vendor. The contractor will take such action with respect to any subcontract or purchase order as the contracting agency may direct as a means of enforcing such provisions including sanctions for noncompliance: Provided, however, That in the event the contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the contracting agency, the contractor may request the United States to enter into such litigation to protect the interests of the United States."

SEC. 203. (a) Each contractor having a contract containing the provisions prescribed in Section 202 shall file, and shall cause each of his subcontractors to file, Compliance Reports with the contracting agency or the Secretary of Labor as may be directed. Compliance Reports shall be filed within such times and shall contain such information as to the practices, policies, programs, and employment policies, programs, and employment statistics of the contractor and each subcontractor, and shall be in such form, as the Secretary of Labor may prescribe.

(b) Bidders or prospective contractors or subcontractors may be required to state whether they have participated in any previous contract subject to the provisions of this Order, or any preceding similar Executive Order, and in that event to submit, on behalf of themselves and their proposed subcontractors, Compliance Reports prior to or as an initial part of their bid or negotiation of a contract.

(c) Whenever the contractor or subcontractor has a collective bargaining agreement or other contract or understanding with a labor union or an agency referring workers or providing or supervising apprenticeship or training for such workers, the Compliance Report shall include such information as to such labor union's or agency's practices and policies affecting compliance as the Secretary of Labor may prescribe: Provided, That to the extent such information is within the exclusive possession of a labor union or an agency referring workers or providing or supervising apprenticeship or training and such labor union or agency shall refuse to furnish such information to the contractor, the contractor shall so certify to the contracting agency as part of its Compliance Report and shall set forth what efforts he has made to obtain such information.

(d) The contracting agency or the Secretary of Labor may direct that any bidder or prospective contractor or subcontractor shall submit, as part of his Compliance Report, a statement in writing, signed by an authorized officer or agent on behalf of any labor union or any agency referring workers or providing or supervising apprenticeship or other training, with which the bidder or prospective contractor deals, with supporting information, to the effect that the signer's practices and policies do not discriminate on the grounds of race, color, creed, or national origin, and that the signer either will affirmatively cooperate in the implementation of the policy and provisions of this Order or that it consents and agrees that recruitment, employment, and the terms and conditions of employment under the proposed contract shall be in accordance with the purposes and provisions of the Order. In the event that the union, or the agency shall refuse to execute such a statement, the Compliance Report shall so certify and set forth what efforts have been made to secure such a statement and such additional factual material as the contracting agency or the Secretary of Labor may require.

30 Fed. Reg. 12319

EXECUTIVE ORDER
11375

AMENDING EXECUTIVE ORDER NO. 11246, RELATING TO EQUAL EMPLOYMENT OPPORTUNITY

It is the policy of the United States Government to provide equal opportunity in Federal employment and in employment by Federal contractors on the basis of merit and without discrimination because of race, color, religion, sex or national origin.

The Congress, by enacting Title VII of the Civil Rights Act of 1964, enunciated a national policy of equal employment opportunity in private employment, without discrimination because of race, color, religion, sex or national origin.

Executive Order No. 11246 of September 24, 1965, carried forward a program of equal employment opportunity in Government employment, employment by Federal contractors and subcontractors and employment under Federally assisted construction contracts regardless of race, creed, color or national origin.

It is desirable that the equal employment opportunity programs provided for in Executive Order No. 11246 expressly embrace discrimination on account of sex.

NOW, THEREFORE, by virtue of the authority vested in me as President of the United States by the Constitution and statutes of the United States, it is ordered that Executive Order No. 11246 of September 24, 1965, be amended as follows:

(3) Paragraphs (1) and (2) of the quoted required contract provisions in section 202 of Part II, concerning nondiscrimination in employment by Government contractors and subcontractors, are revised to read as follows:

> "(1) The contractor will not discriminate against any employee or applicant for employment because of race, color, religion, sex, or national origin. The

contractor will take affirmative action to ensure that applicants are employed, and that employees are treated during employment, without regard to their race, color, religion, sex or national origin. Such action shall include, but not be limited to the following: employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; lay-off or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. The contractor agrees to post in conspicuous places, available to employees and applicants for employment, notices to be provided by the contracting officer setting forth the provisions of this nondiscrimination clause.

"(2) The contractor will, in all solicitations or advertisements for employees placed by or on behalf of the contractor, state that all qualified applicants will receive consideration for employment without regard to race, color, religion, sex or national origin."

(4) Section 203 (d) of Part II is revised to read as follows:

"(d) The contracting agency or the Secretary of Labor may direct that any bidder or prospective contractor or subcontractor shall submit, as part of his Compliance Report, a statement in writing, signed by an authorized officer or agent on behalf of any labor union or any agency referring workers or providing or supervising apprenticeship or other training, with which the bidder or prospective contractor deals, with supporting information, to the effect that the signer's practices and policies do not discriminate on the grounds of race, color, religion, sex or national origin, and that the signer either will affirmatively cooperate in the implementation of the policy and provisions of this order or that it consents and agrees that recruitment, employment, and the terms and conditions of employment under the propcsed contract shall be in accordance with the purposes and provisions of the order. In the event that the union, or the agency shall refuse to execute such a statement, the Compliance Report shall so certify and set forth what efforts have been made to secure such a statement and such additional factual material as the contracting agency or the

Secretary of Labor may require."

The amendments to Part II shall be effective one year after the date of this order.

The White House LYNDON B. JOHNSON

October 13, 1967. 32 Fed. Reg. 14303

APPENDIX II

APPENDIX II

Executive Order 11246, as amended by Executive Order 11375, requires all Federal contractors to "take affirmative action to ensure that applicants are employed, and that employees are treated during employment, without regard to their race, color, religion, national origin, or sex." Where necessary, contractors are also required to remedy the effects of past discrimination.

A listing of universities and colleges charged with sex discrimination under this Order has been included especially for those individuals presently writing affirmative action programs or those who will be attempting this task in the near future. Individuals with this list will be able to contact other universities or colleges who have experienced the necessity of writing these programs.

UNIVERSITIES AND COLLEGES CHARGED WITH SEX DISCRIMINATION UNDER EXECUTIVE ORDER 11246, AS AMENDED.

(Filed by WEAL unless otherwise indicated)

Jan. 31, 1970: Class action requested against all universities and colleges holding Federal contracts--University of Maryland, College Park, Maryland.

Mar. 16, 1970: Class action requested against City University of New York, New York, N.Y.; Brooklyn College; City College; Hunter College; John Jay College of Criminal Justice; Queens College; Borough of Manhattan Community College; Bronx Community College; Kingsborough Community College; New York City Community College; Queensborough Community College; Staten Island Community College; York Community College; Graduate Center of the University; University of North Carolina, Chapel Hill, North Carolina.

Mar. 25, 1970: Harvard University (National Organization for Women).

Mar. 26, 1970: University of Pittsburgh (University Committee for Women's Rights).

Apr. 14, 1970: Western Carolina Unviersity, Cullowhee, N.C.

Apr. 22, 1970: American Personnel and Guidance Association, Wash., D.C.; University of Tennessee, Knoxville, Tenn.; American Psychological Association, Wash., D.C.; Northeastern Illinois State College, Chicago, Ill.; DePauw University, Greencastle, Ind.; Marymount College, Tarrytown, New York: Hartwick College, Oneonta, New York; Mercer County Community College, Trenton, New Jersey; Frostburg State College, Frostburg, Maryland; Clarion State College, Clarion, Penna.; Lincoln University, Penna.; George Washington University, Wash., D.C.; Susquehanna University, Selinsgrove, Penna.; University of North Carolina at Wilmington, N.C.; Virginia Commonwealth University, Richmond, Va.; Southern Illinois University, Carbondale, Ill.; Michigan Technological University, Houghton, Mich.; Pacific Lutheran University, Tacoma, Washington; Rutgers, the State University, New Brunswick, New Jersey; Douglass College, New Brunswick, New Jersey; Rutgers, The State University, Camden, New Jersey; Rutgers, the State University, Newark, New Jersey; Livingston College, New Brunswick, New Jersey; Chesapeake Community College, Wye Mills, Maryland.

Apr. 26, 1970: Boston College, Boston, Mass.; Northeastern University, Boston, Mass.; University of Massachusetts, Amherst, Mass.; University of Massachusetts, Boston, Mass.; Boston University, Boston, Mass.; Radcliffe College, Cambridge, Mass.; University of Rhode Island, Kingston, R.I.; University of New Hampshire, Durham, N.H.; Massachusetts Institute of Technology, Cambridge, Mass.; Tufts University, Medford, Mass.; Brandeis University, Waltham, Mass.; Salem State College, Salem, Mass.; Clark University, Worcester, Mass.; Brown University, Providence, R.I.; Amherst College, Amherst, Mass.; Assumption College, Worcester, Mass.; Holy Cross College, Worcester, Mass.; Smith College, Northampton, Mass.; University of Connecticut, Storrs, Conn.; University of Miami, Coral Gables, Fla.

May 11, 1970: Columbia University, New York, N.Y.; University of Georgia, Athens, Georgia; Western Washington State College, Bellingham, Wash.

May 25, 1970: State University System of Florida; Florida International University, Miami, Fla.; Florida Technological University, Orlando, Fla.; University of South Florida, Tampa, Florida; University of West Florida, Pensacola, Fla.; Florida Atlantic University, Boca Raton, Fla.; Florida State University, Tallahassee, Fla.; Florida A & M University, Tallahassee, Fla.; University of Florida, Gainesville, Fla.; University of Northern Florida, Jacksonville, Fla.--All two year colleges under the Division of Community Colleges, Florida State Department of Education: Brevard Jr. College, Cocoa, Fla.; Broward Jr. College, Ft. Lauderdale, Fla.; Central Florida Jr. College, Ocala, Fla.; Chipola Jr. College, Marianna, Fla.; Daytona Beach Jr. College, Daytona Beach, Fla.; Edison Jr. College, Fort Myers, Fla.; Florida Jr. College, Jacksonville, Fla.; Florida Keys Jr. College, Key West, Fla.; Gulf Coast Jr. College, Panama City, Florida; Hillsborough Jr. College, Tampa, Fla.; Indian River Junior College, Fort Pierce, Florida; Lake City Jr. College & Forest Ranger School, Lake City, Fla.; Lake-Sumter Jr. College, Leesburg, Fla.; Manatee, Jr. College, Bradenton, Fla.; Miami-Dade Jr. College; North Florida Jr. College, Madison, Florida; Okaloosa-Walton Jr. College, Niceville, Fla.; Palm Beach Jr. College, Lake Worth, Fla.; Pensacola Jr. College, Pensacola, Fla.; Polk Jr. College, Winter Haven, Fla.; Santa Fe Jr. College, Gainesville, Fla.; Seminole Jr. College, Sanford, Fla.; South Florida Jr. College; St. Johns River Jr. College; St. Petersburg Jr. College, St. Petersburg, Fla.; Tallahassee Jr. College; Valencia Jr. College, Orlando, Fla.

May 25, 1970: Eastern Illinois University, Charleston, Ill.; Winthrop College,Rock Hill, S.C.

June 1, 1970: Entire State University and State College System of California--University of California at Berkeley, Cal.; University of California at Davis, Cal.; University of California at Irvine, Cal.; University of California at Los Angeles, Cal.; University of California at Riverside, Cal.; University of California at San Diego, Cal.; University of California at Santa Cruz, Cal.: University of California at San Francisco, Cal.; University of California at Santa Barbara, Cal.; California State College at Dominguez Hills, Cal.; California State College at Fullerton, Cal.; California State College at Hayward, Cal.; California State College at San Bernadino; California State College at Long Beach, Cal.; California State College at Los Angeles, Cal.; California State Polytechnic College, Pomona, Cal.; Chico State College, Chico, Cal.; Fresno State College, Fresno, Cal.; Humboldt State College, Arcata, Cal.; Sacramento State College, Sacramento, Cal.; San Diego State College, San Diego, Cal.; San Fernando Valley State College, Northridge, Cal.; San Francisco State College, San Francisco, Cal.; San Jose State College, San Jose, Cal.; Sonoma State College, Rohnert Park, Cal.; Stanislaus State College, Turlock, Cal.

May 28, 1970: University of Michigan, Ann Arbor, Mich. (FOCUS).

June 30, 1970: University of Minnesota, Minneapolis, Minn.; Carnegie-Mellon University, Pittsburgh, Penna.

July 1, 1970: Wayne State University, Detroit, Mich.

July 5, 1970: University of Wisconsin, Madison, Wis.; Brooklyn College, Brooklyn, N.Y.; Phi Delta Kappa (all male honorary educational organization).

July 1970: State University of New York (SUNY system) (National Organizaticn for Women)--State University of New York at Albany, N.Y.; State University of New York at Buffalo, N.Y.; State University of New York at Binghamton, Vestal, N.Y.; State University of New York at Stony Brook, N.Y.; State University of New York Downstate Medical Center, N.Y., N.Y.; State University of New York Upstate Medical Center, Syracuse, N.Y.; State University Maritime College, New York, N.Y.; State University College of Ceramics, Alfred Univ., Alfred, N.Y.; State University College of Agriculture at Cornell Univ., Ithaca, N.Y., State University College of Home Economics at Cornell, Ithaca, N.Y.; State University School of Industrial and Labor Relations at Cornell, State University Veterinary College at Cornell Univ., Ithaca, N.Y., State University College of Forestry at Syracuse University; State University College at Brockport, N.Y.; State University College at Buffalo, N.Y.; State University College at Cortland, N.Y.; State University College at Fredonia, N.Y.; State University College at Genesco, N.Y.; State University College at New Paltz, N.Y.; State University College at Onconta, N.Y.; State University College of Oswego, N.Y.; State University College at Plattsburgh, N.Y.; State University College at Potsdam, N.Y.; State University Agricultural & Technical College at Alfred, N.Y.; State University Agricultural & Technical College at Canton, N.Y.; State University Agricultural & Technical College at Cobleskill; State University Agricultural & Technical College at Delhi, N.Y.; State University Agricultural & Technical College at Farmingdale, N.Y.; State University Agricultural & Technical College at Morrisville, N.Y.

Oct. 5, 1970: Class action against all Medical Schools--Medical College of Alabama; University of Arizona Medical School; University of Arkansas Medical School; University of California at Davis, Medical School; University of California at Irvine Medical School; Loma Linda University School of Medicine; University of California at Los Angeles Medical School; University of Southern California Medical School; Stanford University Medical School; University of California at San Diego Medical School; University of

California at San Francisco Medical School; University of Colorado Medical School; University of Connecticut Medical School; Yale University Medical School; Georgetown University Medical School; George Washington University Medical School; Howard University Medical School; University of Miami Medical School; University of Florida; Emory University Medical School; Medical College of Georgia; Univesity of Hawaii Medical School; Chicago Medical School; Northwestern University Medical School; Loyola University Stritch School of Medicine; University of Chicago Pritzker School of Medicine; University of Illinois School of Medicine; State University of Iowa Medical School; University of Kansas Medical School; University of Kentucky Medical School; University of Louisville Medical School; Louisiana State University Medical School; Tulane University Medical School; Johns Hopkins University Medical School; University of Maryland Medical School; Boston University Medical School; Harvard Medical School; Tufts University School of Medicine; University of Michigan School of Medicine; Wayne State University Medical School; Michigan State University School of Medicine; University of Minnesota Medical School; University of Mississippi Medical School; University of Missouri Medical School; St. Louis University Medical School; Washington University Medical School; Creighton University Medical School; University of Nebraska Medical School; Dartmouth Medical School; New Jersey College of Medicine; Rutgers--the State University Medical School; University of New Mexico Medical School; Albany Medical College; State University of New York at Buffalo Medical School; Albert Einstein College of Medicine; Columbia University Medical School; Cornell University Medical School; Mount Sinai School of Medicine; New York Medical College; New York University Medical School; State University of New York Downstate Medical School; University of Rochester Medical School; State University of New York Upstate Medical School; University of North Carolina Medical School; Duke University Medical School; Bowman-Gray School of Medicine; University of North Dakota Medical School; University of Cincinnati Medical School; Case Western Reserve University Medical School; Ohio State University Medical School; University of Oklahoma Medical School; University of Oregon Medical School; Pennsylvania State University (Hershey) Medical School; Jefferson Medical College; Temple University Medical School; University of Pennsylvania Medical School; Medical College of Pennsylvania; University of Pittsburgh Medical School; University of Puerto Rico Medical School; Brown University Medical School; Medical College of South Carolina; University of South Dakota Medical School; University of Tennessee Medical School; Meharry Medical College; Vanderbilt University Medical School; University of Texas

Southwestern Medical School; University of Texas Medical Branch; Baylor University Medical School; University of Texas (San Antonio) Medical School; University of Utah Medical School; University of Vermont Medical School; University of Virginia Medical School; Medical College of Virginia; University of Washington Medical School; West Virginia University Medical School; University of Wisconsin Medical School; Marquette University Medical School;

Oct. 30, 1970: Ohlone College, Fremont, Cal.

Nov. 23, 1970: College of William and Mary, Williamsburg, Va.; University of South Carolina, Columbia, S.C.; University of Chicago, Chicago, Ill.

Dec. 29, 1970: Loyola University, New Orleans, La.; Louisiana State University, New Orleans, La.; Southern Methodist University, Dallas, Texas; Franklin and Marshall College, Lancaster, Penn.

Feb. 1, 1971: Yale University, New Haven, Connecticut; Pennsylvania State University, University Park, Penna.; University of Hawaii.

Feb. 26, 1971: Michigan State University, East Lansing, Michigan; Oakland University, Rochester, Michigan; University of Missouri, Columbia, Missouri.

Apr. 12, 1971: Augsburg College, Minneapolis, Minn.

Apr. 27, 1971: University of Bridgeport, Conn.; Purdue University, Lafayette, Ind.; Drake University, Des Moines, Iowa; University of Detroit, Detroit, Mich.

May 24, 1971: Willamette University, Salem, Or.

This listing has been excerpted from Fair Labor Standards Amendments of 1971. Hearings, as cited in the bibliography.